

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	
What is the performance task for your unit?	Make an abridged classic movie remake utilizing knowledge from the lesson
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	iMovie
Lesson # in which students will create the performance task	Lesson 6 (A supplemental project to the summative project)

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Brainstorming	http://www.makeuseof.com/tag/top-picks-coolest-brainstorming-applications/ , This website highlights some online brainstorm mapping tools that are good for organizing thoughts.	All of the lesson projects can utilize this tool in some form or another. This will be introduced in lesson one so that students can use it throughout the unit, to help formulate ideas and organize their thoughts for each of the lesson projects.
Character profiles	http://justinemusk.com/2010/02/01/13-ways-to-create-compelling-characters/ , This website gives a list of ways to make a character interesting. Students will be able to use this as a reference when forming their characters for their movie.	Lessons 5 and 6 deal with bringing the elements to life, and finding more about their properties. Students will have their characters already “made” for them, but making them creative and memorable will set them apart. Students can use this website to help them enhance their characters and understand what makes a character more memorable.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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How to film a video	http://www.wikihow.com/Make-a-Movie , This website provides a natural progression to forming a video, from the beginning brainstorming sessions to filming, to exporting the film on a DVD.	The students will have to create a video for lessons 5 and 2. The tutorial video found on this page can played as an introduction to the lessons project.
Using Free Media	http://www.environmentandmedia.com/learning/websites-free-fair-use-media/ , This website creates a list of online resources that can be used for music, sound effects, images and video.	This can be introduced in lesson one for the students Glogster assignment. They can use the website to find free photos to incorporate in their online poster.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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How to edit (logistics)	http://www.entrepreneur.com/article/226771 , This website gives a brief summary of video editing, breaking down what might seem daunting into 4 easy steps.	Students will have to create a video in lesson 5. They can use this website in this lesson to learn how to take, edit and upload videos in order to complete the lesson project.
How to edit (understanding)	http://www.youtube.com/watch?v=RJpFwrcf3XA , This video is a cheeky way to break down the steps behind compiling the videos and resources you've collected.	Students will have to create a video in lesson 5. The students can use this video to organize their video and begin to use their own creative applications in their video.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Converting files to the right format	http://www.online-convert.com/ , This website allow for people to switch file formats of practically any media for free.	This can be introduced into one of the first lessons since students can utilize this website throughout the unit. Students will create a file for one of the lessons, then be required to convert the file to the appropriate format.

Exporting Media	http://documentation.commvault.com/hds/release_8_0_0/books_online_1/english_us/features/library_operations/export_media/export_media.htm , This website provides information on how to export media as well as provide resources to do so.	Students will have to export a movie in lesson 5. They can practice in the lesson uploading their sample videos, preparing them for the unit project.
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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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How to upload to Vimeo	http://vimeo.com/help/basics , This is Vimeo's tutorial to uploading content to their website.	Students will need to upload a video in lesson 5. During the presentation of the content for the project students can practice upload sample videos to Vimeo.